

### Irene School District Improvement Plan/Progress Report Form

|  |                                |                              |   |  |
|--|--------------------------------|------------------------------|---|--|
| <b>Principle Three: Appropriate Evaluation</b>   |                                |                              |   |  |
| <b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)<br><br>A child identified on child count as multiple disabilities did not have evaluation to support two or more disability areas. Interviews and file documentation from previous evaluations indicate the student does have multiple disabilities; however, the child was not assessed in all areas to support multiple disabilities when reevaluated in spring 2004 nor was documentation pulled forward from previous evaluations. |                                |                              |   |  |
| <b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.<br><br>The district will follow the state's eligibility criteria when determining whether or not a student qualifies for special education services.   |                                |                              |   |  |
| <b>1. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.<br><br>When a student is determine eligible in the area of multiple disabilities evaluation information will support the eligibility criteria.   |                                |                              |   |  |
| <b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.   | <b>Timeline for Completion</b> | <b>Person(s) Responsible</b> | <b>6 month progress</b><br>Record date objective is met | <b>12 month progress</b><br>Record date objective is met |

|  |                     |   |                 |  |
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| <p>1. What will the district do to improve?<br/>The district will conduct an evaluation to determine if the students meet the requirement of a child with multiple disabilities. The district will Include any pertinent medical records and/or outside evaluations to correlate with the re-evaluation information to determine eligibility.</p> <p>What data will be given to SEP to verify this objective?<br/>The district will submit a copy of each student's multidisciplinary report, which will document the outcome of the evaluation/meetings.</p>  | As soon as possible | Special Ed. Director and Special Education Staff            | Met January '06 |  |
| <p>Please explain the data (6 month)<br/><b>The student's evaluation was completed by October 25, 2005 and a copy was sent to SEP.</b></p>   |                     |   |                 |  |
| <p>Please explain the data (12 month)</p>  |                     |   |                 |  |
| <p>2. What will the district do to improve?<br/>An in-service will be provided to the special education staff regarding comprehensive evaluations and determining eligibility.</p> <p>What data will be given to SEP to verify this objective?<br/>Documentation of when, an agenda, and participants will be provided to the SEP.</p>   | As soon as possible | Special Ed. Director & Southeast Area Cooperative Personnel | Met January '06 |  |
| <p>Please explain the data (6 month)<br/><b>The in-service was completed 9/8/05. Agenda: Discuss comprehensive evaluations-Pre-School must evaluate the 5 areas: personal-social, speech/language, cognitive, fine &amp; gross motor. K-12 test in areas of suspected disability. Prior Notice write in the assessments the team has decided to use to assess. MDT reports: Best practice is do complete MDT reports for all disabilities. Attending the in-service: Cathy DeLancey, district Spec. Ed. Teacher Sharon Petrik, Co-op Speech/Language Pathologist, Cindy Lias, Co-op Pre-School Teacher and Ranah Sample, Co-op School Psychologist, and Yvonne Swensen, district Spec. Ed Dir/teacher.</b></p> |                     |   |                 |  |
| <p>Please explain the data (12 month)</p>  |                     |   |                 |  |

### Principle Three: Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

Based on the evaluation given, the review team was unable to verify that two students were properly assessed in all areas related to the suspected disability. The instruments used for identification were the Preschool Language Scale-4 and Bracken-2. The referrals indicated developmental (adaptive, personal social, motor and cognitive) concerns. In addition, the prior notices noted the developmental area was to be assessed. The evaluations were not sufficiently comprehensive to identify all of the child's special education and related services needs.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that children are properly assessed in all areas related to the suspected disability.

**2. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All children referred for special education service will be evaluated in all areas of the suspected disability

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date objective is met

**12 month progress**  
Record date objective is met

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| <p>1. What will the district do to improve?<br/>The district will conduct an evaluation in all areas of the suspected disability and determine the students' eligibility and educational needs.</p> <p>What data will be given to SEP to verify this objective?<br/>The district will submit a copy of each student's multidisciplinary report, which will document the outcome of the evaluation/meeting.</p>                  | <p>As soon as possible</p>                | <p>Special Ed. Director and Special Education Staff</p> | <p>Met January '06<br/>Received copies January 31<sup>st</sup>.</p> |  |
| <p>Please explain the data (6 month)<br/><b>Copies of the student's MDT reports which document the outcome of each initial/re-evaluation meeting are being sent to the SEP.</b></p>   |   |   |   |  |
| <p>Please explain the data (12 month)</p>   |   |   |   |  |
| <p>1. What will the district do to improve?<br/>The Spec. Ed. Dir. will check all 3-year re-evaluations and new referral/evaluation to see that a comprehensive evaluation was given and documented to determine eligibility.</p> <p>What data will be given to SEP to verify this objective?<br/>The Spec. Ed. Dir. will send SEP the number of files checked (initials and re-evaluations) and the number done correctly.</p> | <p>February 2006 On going there after</p> | <p>Special Ed. Director and Special Education Staff</p> | <p>Met January '06</p>  |  |
| <p>Please explain the data (6 month)<br/><b>Of eleven files checked by the Spec. Ed. Dir. all have been done correctly.</b></p>   |   |   |   |  |
| <p>Please explain the data (12 month)</p>   |   |   |   |  |

**Principle Three: Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

Through an interview and file reviews, the review team concluded, at the middle school and high school level, functional assessment is not being completed. In the lower grades, file reviews and interviews with staff indicated functional assessments are being completed since the start of the 2004-05 school year; however, the information is not adequately reported in the present levels of performance page of the IEP. File reviews indicated a limited amount of data that provides relevant information that directly assists persons in determining the educational needs of the student. Once the information is gathered, the district needs to analyze the information to identify the student's strengths and weaknesses in specific skill areas, which can then be used, if appropriate, in a student's present level of performance on the IEP.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All student evaluation reports will include functional assessment.

1. **Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Functional assessment will be part of a student's comprehensive evaluation. The student's functional assessment will be analyzed and written summary will include strengths and needs for specific skill areas affected by the student's disability

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date objective is met

**12 month progress**  
Record date objective is met

|   |   |  |                            |  |
|---|---|--|----------------------------|--|
| <p>1. What will the district do to improve?<br/>An in-service will be provided for the special education staff regarding comprehensive evaluations including functional assessments.</p> <p>What data will be given to SEP to verify this objective?<br/>Documentation of when, and who attended this in-service will be reported to SEP.</p>   | <p>February<br/>2006 On<br/>going<br/>there after</p> | <p>Special Ed.<br/>Director &amp;<br/>Southeast<br/>Area<br/>Cooperative<br/>Personnel</p> | <p>Met<br/>January '06</p> |  |
| <p>Please explain the data (6 month)<br/><b>In-service was completed October 17, 2005. Attending were: Cathy DeLancey, district Spec. Ed. Teacher, Sharon Petrik, Co-op School Psychologist, and Yvonne Swensen, district Spec. Ed. Dir/teacher</b></p>   |   |  |                            |  |
| <p>Please explain the data (12 month)</p>   |   |  |                            |  |
| <p>2. What will the district do to improve?<br/>The district will conduct a functional assessment for each student during their evaluation/re-evaluation.</p> <p>What data will be given to SEP to verify this objective?<br/>The district special education director will check two student files from each special education teacher who has conducted an initial or re-evaluation assessment, to verify functional assessment has been completed and is part of a written report. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>   | <p>February<br/>2006 On<br/>going<br/>there after</p> | <p>Special Ed.<br/>Director<br/>and<br/>Special<br/>Education<br/>Staff</p>                | <p>Met<br/>January '06</p> |  |
| <p>Please explain the data (6 month)<br/><b>Two student files from the co-op pre-school teacher, two files from the co-op speech/language pathologist, and two files from the elementary special education teacher, all which have been initial or re-evaluation assessment, have been reviewed. Functional assessments have been completed and are parts of the teacher's written report.</b><br/><b>Note: The secondary special education teacher is at this time working on her first re-evaluation this school year. She is currently working on functional assessment with the student and will include the results in her written report.</b></p> |   |  |                            |  |

Please explain the data (12 month)

### Principle Three: Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

Based on file reviews and an interview with the school psychologist, the district has not started using the updated version of the Wechsler Intelligence Scale for Children (WISC), which is the fourth edition. The WISC-IV has been available for more than a year, which has given the district ample time to implement the use of this test or use other intelligence tests which are current.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that any standardized tests given to a child have been validated for the purpose for which they are used.

**4. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Any standardized tests given to children will be validated for the purpose for which they are used.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**6 month  
progress**  
Record date  
objective is  
met

**12 month  
progress**  
Record date  
objective is  
met

|   |   |   |                                   |  |
|---|---|---|-----------------------------------|--|
| <p>1. What will the district do to improve? <b>The district will use standardized tests which are validated for the purpose for which they are used.</b></p> <p>What data will be given to SEP to verify this objective? <b>The district special education director will check all initial or re-evaluation assessment, to verify standardized tests which are validated for the purpose for which they are used. Total number of evaluations reports reviewed along with findings will be reported to SEP.</b></p> | <p><b>February<br/>2006<br/>And<br/>ongoing<br/>there after</b></p> | <p><b>Special Ed.<br/>Director &amp;<br/>Southeast<br/>Area<br/>Cooperative<br/>Personnel</b></p> | <p><b>Met<br/>January '06</b></p> |  |
| <p>Please explain the data (6 month)<br/><b>The school psychologist with the Southeast Area Cooperative reports on May 3, 2005 that the WISC IV is being ordered by the Coop. The school psychologist will begin using the WISC IV in the school year 2005-2006</b></p>   |   |   |                                   |  |
| <p>Please explain the data (12 month)</p>   |   |   |                                   |  |

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| <p><b>Principle Five: Individual Education Program</b></p>  |
| <p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In six of six files reviewed, present levels of performance did not consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum). Parental input was consistently documented in the present level of performances. File reviews and interviews with staff indicated a need to improve functional assessments to acquire the needed information to develop present levels of performances for students eligible for special education services.</p> |
| <p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that student's present levels of performance (PLOP) consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths, needs along with how the disability affects the student's involvement in the general curriculum and parent input).</p>  |



| <p><b>1. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>Present levels of performance (PLOP) for all students will consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths, needs along with how the disability affects the student's involvement in the general curriculum and parent input).</p>  |  |  |   |  |
|---|--|--|---|--|
| <b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.  | <b>Timeline for Completion</b>                   | <b>Person(s) Responsible</b>                                   | <b>6 month progress</b><br>Record date objective is met | <b>12 month progress</b><br>Record date objective is met |
| <p>1. What will the district do to improve?<br/>All IEPs will have the required content in the "Present Levels of Performance". Each special education teacher and or therapist will develop a PLOP for each skill area they address on an IEP. It will state the specific skill affected by the student's disability. It will include the student's strengths and needs in the specific skill, and how the disability affects the student's involvement and progress in the general curriculum or for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities. It will also include input from the parent.</p> <p>What data will be given to SEP to verify this objective?<br/>The district special education director will spot check two student IEPs from each special education teacher for PLOP content requirements. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p> | <p><b>February 2006 On going there after</b></p> | <p><b>Special Ed. Director and Special Education Staff</b></p> | <p><b>Met January '06</b></p>                           |  |
| <p>Please explain the data (6 month)<br/><b>Of eleven files reviewed, eleven PLP's have been written from the functional assessment reports</b></p>   |  |  |   |  |

Please explain the data (12 month)

### Principle Five: Individual Education Program

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

Through staff interviews and file documentation, the review team noted two students on IEPs who are scheduled to graduate in May 2005. The students' IEPs do not state specifically how the students will satisfy the district's graduation requirements.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that parents are informed through the IEP process at least one year in advance of the intent to graduate their child upon completion of the IEP and to terminate services by graduation.

**2. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Parents will be informed through the IEP process at least one year in advance of the intent to graduate their child upon completion of the IEP and to terminate services by graduation.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**6 month  
progress**  
Record date  
objective is  
met

**12 month  
progress**  
Record date  
objective is  
met

|   |  |  |  |  |
|---|--|--|--|--|
| <p>1. What will the district do to improve?<br/>The district will conduct IEP meetings for each student to address specifically how the student in need of special education or special education and related services will satisfy the district's graduation requirements.<br/>What data will be given to SEP to verify this objective?<br/>The district will submit a copy of each student's IEP addendum which will document the graduation requirements.</p>  | <p><b>Immediately</b></p>                        | <p><b>Special Ed. Director and Special Education Staff</b></p> | <p><b>Met January '06<br/>Received copies January 31<sup>st</sup>.</b></p> |  |
| <p>Please explain the data (6 month)<br/><b>A copy of one student's addendum documenting graduation requirements is being sent to SEP. A copy of the second student's IEP page documenting graduation requirements is being sent to SEP as his IEP was held soon after the onsite review</b></p>  |  |  |  |  |
| <p>Please explain the data (12 month)</p>   |  |  |  |  |
| <p>2. What will the district do to improve?<br/>By May 30<sup>th</sup> of each year, the special education teacher will identify all students who are planning to graduate within two years. This list will be given to the build principal as a district reminder to address graduation at that student's next IEP meeting.<br/>What data will be given to SEP to verify this objective?<br/>The district will submit the May 2005 number of students on IEPs that will graduate within two years and the number of meetings held during the following school year where graduation was address one year prior to the student's graduation date.</p> | <p><b>February 2006 On going there after</b></p> | <p><b>Special Ed. Director and Special Education Staff</b></p> | <p><b>Met January '06</b></p>  |  |
| <p>Please explain the data (6 month) <b>We have one IEP student that will graduate in May, 2006. Graduation was addressed at her IEP meeting in March, 2005; it will again be addressed at her meeting in March, 2006. We have one student that will graduate in May, 2008; graduation was discussed at his IEP meeting February 15, 2006. Graduation will be addressed again at his next annual IEP meeting in February, 2007.</b></p>   |  |  |  |  |
| <p>Please explain the data (12 month)</p>   |  |  |  |  |